

## Grades 6-8 Communication Arts Curriculum

### AltCA-1 - Speaking and Writing

Big Idea	What Students Should Know								
<b>MOVEMENT RESPONSES</b>  Page 1	Respond to sound	Start stop activity	Communicate message						
<b>NON-VERBAL COMMUNICATION</b>  Page 2	Eye gaze	Head movements	Gestures						
<b>RECEPTIVE IDENTIFICATION</b>  Page 3	Select object from group	ID object from picture	Locate colors	Locate items					
<b>SOUND PRODUCTION</b>  Page 4	Vocal responses	Audible tone	Vocal level						
<b>EXPRESSIVE IDENTIFICATION</b>  Page 5	Name objects or actions	Make a choice	Identify pictures	Label objects in pictures	Use object/pictorial communication	Use augmentative communication			
<b>INITIATING COMMUNICATION</b>  Page 6	Initiate wants/needs	Make social comments	Ask social questions						
<b>FOLLOWING DIRECTIONS</b>  Page 7	Follow request	Complete task	Perform sequencing						
<b>TALKING</b>  Page 8	Use vocabulary	Use single words	Use two/more word combinations						

## AltCA-2 - Read and Attend to Fiction

Big Idea	What Students Should Know								
<b>PRINT CONCEPTS</b>  Page 9	Attend literacy based	Understand pictures tell story	Understand print tells story	Match like objects	Match objects to photos/words	Understand letters form words	Understand directionality		
<b>PHONEMIC AWARENESS</b>  Page 10	Attend to reading of words								
<b>FLUENCY</b>  Page 11	Read simple text								
<b>PRE-READING</b>  Page 13	Attend to picture in text	Preview text and words/pictures	Predict story's content based on pictures						
<b>DURING READING</b>  Page 14	Attend reading (text or pictures)								
<b>MAKING CONNECTIONS</b>  Page 16	Identify similarities of text and own experiences	Identify differences of text and own experiences							

## AltCA-3 - Reading and Evaluating Nonfiction

Big Idea	What Students Should Know								
<b>VOCABULARY</b>  Page 12	Match words with pictures or objects	Use classroom resources	Develop a store of key words	Read caution labels	Read product labels				

<b>POST READING</b>  Page 15	Recount beginning, middle, end of story	Illustrate story	Re-enact story	Answer comprehension questions					
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#### AltCA-4 - Express Thoughts

Big Idea	What Students Should Know								
<b>WRITING PROCESS</b>  Page 17	Brainstorm ideas or make choices of writing topics	Publish/share stories							
<b>NARRATIVE AND DESCRIPTIVE WRITING</b>  Page 18	Plan story	Write story							

#### AltCA-5 - Attend/Respond to Presentations

Big Idea	What Students Should Know								
<b>NARRATIVE AND DESCRIPTIVE WRITING</b>  Page 19	Attend to description	Use color, shape, size and time to describe							

## Grades 6-8 Mathematics Curriculum

### AltM-4 - Shapes and Patterns

Big Idea	What Students Should Know								
<b>VISUAL SCHEDULES</b>  Page 20	Follow schedule	Match activity	Complete activity	Point to picture					
<b>RECOGNIZE AND EXTEND PATTERNS</b>  Page 32	Pattern related activities	Explore repeating patterns	Reproduce pattern sequence	Extend repeating pattern					
<b>CREATE AND ANALYZE PATTERNS</b>  Page 33	Create patterns	Create repeating patterns	Describe repeating pattern	Predict what is next in repeating pattern					
<b>USE COORDINATE SYSTEMS</b>  Page 40	Recognize or demonstrate positions in space	Use positional descriptions	Carry out requests using prepositions	Plan route	Walk following route				

### AltM-1 - Counting and Grouping Strategies

Big Idea	What Students Should Know								
<b>READ, WRITE AND COMPARE NUMBERS</b>  Page 21	Reach/touch to explore quantity	Represent and number collections	Use counting sequence from 1	One-to-one correspondence	Select number of objects from a group	Identify final number of quantity of items	Use numbers in daily activities		
<b>READ, WRITE AND COMPARE NUMBERS</b>  Page 22	Discriminate numerals and symbols	Select/identify/ point to requested numeral	Print numerals						
<b>READ, WRITE AND COMPARE NUMBERS</b>  Page 23	Match numerals to corresponding sets	Label empty set as "0", none	Identify/ communicate 2-digit numbers						

<b>COMPOSE AND DECOMPOSE NUMBERS</b>  Page 26	Demonstrate whole amount								
<b>COMPOSE AND DECOMPOSE NUMBERS</b>  Page 27	Nonverbally demonstrate combining and separating problems	Combine items	Remove items	Use concrete materials for addition and subtraction					
<b>REPRESENT OPERATIONS</b>  Page 28	Nonverbally demonstrate combining problems	Combine sets	Combine sets putting objects in containers	Remove items from larger sets					
<b>DEVELOP AND DEMONSTRATE FLUENCY WITH BASIC NUMBERS</b>  Page 29	Show one or two more or less	Give one more	Give two more	Take away one	Take away two				
<b>APPLY STRATEGIES TO COMPUTE</b>  Page 30	Recognize grouping situations	Group a small collection							
<b>REPRESENT MATHEMATICAL SITUATIONS</b>  Page 35	Represent mathematical situations	Use objects/pictures to represent mathematical situations							

## AltM-6 - Solve Problems Related to Daily Living

<b>Big Idea</b>	<b>What Students Should Know</b>								
<b>READ, WRITE AND COMPARE NUMBERS</b>  Page 24	Request more or less	Compare two quantities	Select which is more using numbers	Associate "0" with empty sets	Select container that is full/empty				
<b>USE MATHEMATICAL MODELS</b>  Page 36	Represent quantitative relationships	Enact or model using whole numbers	Enact or model using addition and subtraction						

<b>CLASSIFY AND ORGANIZE DATA</b>  Page 42	Sort a class of objects	Sort using attributes of objects							
<b>REPRESENT AND INTERPRET DATA</b>  Page 43	Demonstrate that symbols may represent objects/events								
<b>DESCRIBE AND ANALYZE DATA</b>  Page 44	Select container that holds most/least	Select container that has many/few	Select the largest/smallest from a group						

### AltM-2 - Basic Concepts of Size, Shape and Amount

Big Idea	What Students Should Know								
<b>CLASSIFY OBJECTS AND REPRESENTATIONS</b>  Page 34	Match objects	Sort objects	Classify objects						
<b>DESCRIBE AND USE GEOMETRIC RELATIONSHIPS</b>  Page 38	Identify/compare and/or sort 2-dimensional shapes	Identify/match common shapes	Use 2-dimensional shapes	Release 2-dimensional object	Match 2-dimensional items	Name circle, square, triangle, rectangle	Use shape class name to sort		
<b>COMPOSE AND DECOMPOSE SHAPES</b>  Page 39	Put 2-dimensional shapes together	Use shapes to make picture or design							

### AltM-5 - Use Whole Numbers, Fractions, Shapes

Big Idea	What Students Should Know								
<b>REPRESENT AND USE RATIONAL NUMBERS</b>  Page 25	Understand whole unit	Show fractional parts as equal parts	Explore fractions	Recognize daily use of fractional parts					

### AltM-3 - Use Quantitative Information for Future Needs

Big Idea	What Students Should Know								
<b>ESTIMATE AND JUSTIFY SOLUTIONS</b>  Page 31	Use comparisons to estimate size	Select larger size							
<b>ANALYZE CHANGE</b>  Page 37	Analyze change in various situations	Recognize environmental changes	Keep track of changes	Describe changes					
<b>FORMULATE QUESTIONS</b>  Page 41	Pose questions to find information								
<b>DEVELOP AND EVALUATE INFERENCES</b>  Page 45	Make predictions	Attend to prediction discussions							
<b>APPLY BASIC CONCEPTS OF PROBABILITY</b>  Page 46	Attend to person using chance device	Participate in activities involving chance							

## Grades 6-8 Science Curriculum

### AltSC-1 - Use Senses to Detect Physical Properties

Big Idea	What Students Should Know								
<b>PHYSICAL PROPERTIES</b>	Explore objects using senses	Put dishes away	Sort objects based on physical properties	Sort clothing					
Page 47									

### AltSC-2 - Observe and Respond to Objects in Environment Using Force and Motion

Big Idea	What Students Should Know								
<b>FORCE AND MOTION</b>	Identify force and motion relationship	Activate computer hardware/ switches	Throw away item	Identify object position	Wipe/dry table	Cut with scissors	Open/close containers	Take objects out of containers	Store foods
Page 48									
<b>FORCE AND MOTION</b>	Spread food	Mash food	Propel wheelchair	Open doors					
Page 49									

### AltSC-3 - Needs of Living Organisms (Care of Self, Plants and Animals)

Big Idea	What Students Should Know
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## Grades 6-8 Health and P.E. Curriculum

## AltH/PE-1 - Demonstrate Basic Personal Health Care Skills and Concepts

[illegible]

## AltH/PE-2 - Self-Care Skills for Personal Hygiene, Nutrition and Stress Management

[illegible]

## AltH/PE-3 - Self-Care Skills for Disease Prevention, Treatment and Control

[illegible]

## AltH/PE-4 - Movement and Fitness Activities

[illegible]

## AltH/PE-5 - Avoiding High Risk Behaviors

Big Idea	What Students Should Know								
<b>BODY AWARENESS</b>	Standing balance	Use hands for protection	Perform wheelchair transfers	Appropriate posture and balance while performing activities	Trunk position	Use upper extremities for balance while sitting	Pull self forward in seat	Sit in chair	Bend to get items
Page 64									
<b>BODY AWARENESS</b>	Walk on sidewalks	Move on uneven surface	Stop at intersections	Check for traffic	Provide personal information when lost	Ascend/descend stairs	Use escalators		
Page 65									

## AltH/PE-7 - Use Basic First Aid Skills

[illegible]

# Grades 6-8 Fine Arts Curriculum

## AltFA-1 - Participate in Art Forms

<b>Big Idea</b>	<b>What Students Should Know</b>								
<b>PARTICIPATION IN ART FORMS</b>	Balance/ equilibrium responses	Play in small group	Select needed type of art material	Use rubber stamps	Glue	Color	Paint number- coded areas	Make clay form	Make pottery
Page 67	Take photograph								

## AltFA-2 - Demonstrate that Art Forms Use Different Materials and Techniques

Big Idea	What Students Should Know								
APPLICATION OF ART FORMS	Reach for/grasp objects	Participate in tactile activities	Use one hand as assist	Hold object	Squeeze water from sponge	Operate electronic game/computer	Select videos	Play games according to rules	Play game of cards/deal cards or operate shuffling machine
Page 68	Choose art form and needed materials	Roll pliable items with hands	Model clay using other materials	Perform social dance with partner	Perform group dance				

### AltFA-3 - Attend To/Respond to Variety of Art Forms

Big Idea	What Students Should Know								
ATTENDING TO ART FORMS	Respond to auditory stimulation	Indicate likes/dislikes of art forms							
Page 69									

## AltFA-4 - Use Art Forms in Daily Life

Big Idea	What Students Should Know
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[illegible]

Operate a television
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Operate a radio
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Adjust volume level
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Page 70

### AltFA-5 - Attend, Respond and/or Participate in Art Forms of Different Cultures and Historical Periods

## What Students Should Know

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# Grades 6-8 Social Studies Curriculum

## AltSS-1 - Recognize that U.S. Citizens Have Rights and Responsibilities

Big Idea	What Students Should Know								
<b>SOCIAL INTERACTIONS</b>	Attend to task in small group	Play with toy	Express feelings	Move legs/arms to interact with environment	Initiate participation in group activity	Play with peers	Greet peers and adults	Return greetings	Shake hands
Page 72									

## AltSS-2 - Understand Circumstances of Past Events

Big Idea	What Students Should Know								
EFFECTS OF PAST EVENTS ON THE PRESENT	Wait	Remain in seat	Refrain from talking to strangers in community	Remain with group in community					
Page 73									

### AltSS-3 - Make and Follow Rules

Big Idea	What Students Should Know								
<b>FOLLOW RULES</b>	Accept assistance/support from others	Complete daily routines from picture schedule	Identify activities on personal calendar	Perform oral directions	Keep face at distance from others	Remain in seat on bus	Follow bus rules	Sit without disturbing others	Wear seat belt
Page 74	Fasten/unfasten seat belt								

## AltSS-4 - Develop Responsible Job and Money Earning and Spending Skills

Big Idea	What Students Should Know
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